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ABSTRACT

A study examined the role and significance of part-time (PT) work for 16-19-year-olds in advanced level, full-time education (FT) in South Gloucestershire in the context of the Curriculum 2000 advanced level qualification reforms. Data were from 466 completed student questionnaires, 6 in-depth face-to-face interviews with major local employers of 16-19-year-olds; telephone interviews with teachers responsible for the advanced level curriculum; group interviews with 42 students in their first year of advanced level courses. Findings indicated the proportion of FT students in PT work in 2001 was greater than in 1999; the proportion of FT students working over 10 hours per week in term-time in 2001 was greater; 78 percent of Year 12 and 91 percent of Year 13 FT students were involved in paid employment during term-time; most PT students were employed on the weekend and/or one evening during the week; the majority of students who work PT felt they derived benefits from their jobs; most felt able to balance studies and work; the majority did not feel their school/college helped them manage the balance between paid work and study; employers were keen to employ students and appeared sympathetic to ensuring students balanced commitments to work and study; and teachers were concerned about achievement levels and strategies to balance learning and earning. (The questionnaire and additional data are appended.) (YLB)

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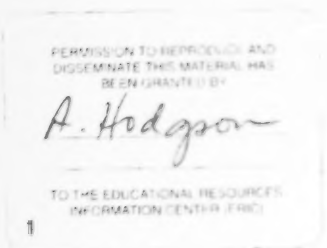
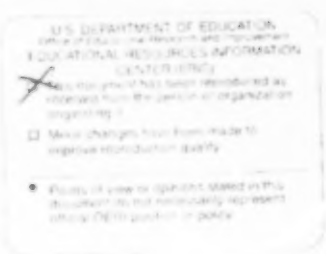
ED 465 061

Institute of Education, Connexions West of England and the Kingswood Partnership Research and Development Project

STRATEGIES FOR BALANCING LEARNING AND EARNING: STUDENT, TEACHER AND EMPLOYER PERSPECTIVES IN THE CONTEXT OF *CURRICULUM 2000*





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Foreword

Young people have always been involved in part time work. Indeed in the past as now many commercial enterprises could not have functioned without the labour of young people. Some of these traditional jobs, such as the delivery of newspapers, still exist, but the world of part time employment for young people has moved on. Young people are now involved in many of the employment spheres in which they may be involved after formal education. They are not only involved, but in many cases, are vital parts of the whole organisation. Their capacity to embrace and use new technologies has often surprised and delighted the older, more traditional, employers.

The young people involved in part time employment, too often however, have encountered traditional and outdated views about their employment. Parents and schools at best may see part time employment as " earning some pocket money". At worst, part time employment is seen as a distraction from study and as an unwanted intrusion into the final years of preparation for a working life.

Young people themselves have been quick to point out the many life lessons which part time employment provides. With the advent of the more formal teaching of Key Skills, it was the young people who quickly pointed out the many practical examples of Key Skills in action which they encounter during part time employment. They were also often able to point out direct and valuable connections between their employment experiences and core curriculum subjects. Many young people felt that these experiences were not valued, or even recognised within the school learning environment and that this was a source of some frustration.

On the other hand it was felt that many employers failed to recognise the pressures which full time learning placed on their young part time employees. These pressures were the more acute where traditional cycles of learning and examinations had changed as a result of the Curriculum 2000 initiatives. Many employers recognised that their enterprises were dependant on young part time employees, but then failed to produce contracts which could take account of the particular needs of parallel full time study.

Bristol and South Gloucester Learning Partnership recognised that some early research work had been carried out in these fields by the University of London's Institute of Education. More locally the Kingswood Partnership of local schools and Connexions West of England had begun to study, in association with some local large employers, the whole question of full time learning and part time earning. The Bristol and South Gloucestershire Learning Partnership was therefore pleased to be able to sponsor further work in this field which brought together all of these organisations into a research project which became known as 'Learning and Earning'.

The Learning Partnership welcomes the detailed findings of the report which follows. This piece of work forms a significant step in the understanding of the many benefits of 'Learning and Earning' and forms a solid starting point for the continued development of a mutual understanding between the principle players - the young people, schools and employers.

Rick Hatton

Co-ordinator Bristol and South Gloucestershire Learning Partnership

EXECUTIVE SUMMARY

Introduction

This study examines the role and significance of part-time work for 16-19 year olds in advanced level full-time education in South Gloucestershire in the context of the new *Curriculum 2000* advanced level qualification reforms introduced in September 2000. It provides a follow-up and extension to an earlier study into patterns of learning and earning undertaken in the same area of England in 1999.

The aim of this second study is to:

1. discover whether patterns of part-time work for this age group have increased, decreased or remained the same with the advent of *Curriculum 2000*;

2. provide three different perspectives - students', employers' and teachers' - on the issue of balancing full-time study and part-time work;

3. suggest strategies for involving students, employers and teachers in helping young people to more effectively balance learning and earning and to develop positive connections between their studies and working life.

The findings described in this report are based on 466 completed student questionnaires, six in-depth face-to-face interviews with major employers of 16-19 year olds in the locality; telephone interviews with teachers responsible for the advanced level curriculum in seven schools and one college and group interviews with 42 students in the first year of their advanced level courses.

Main Findings

1. The proportion of 16-19 year old full-time students involved in part-time work in 2001 (83%) in the Kingswood area of South Gloucestershire is greater than the proportion in our 1999 study (77%).

2. The proportion of 16-19 year old full-time students working over 10 hours per week in term-time in 2001 (48%) is also greater than the proportion in our earlier study (39%) - the most common pattern being 11-15 hours per week.

3. A total of 78 per cent of Year 12 and 91 per cent of Year 13 full-time students in our study are involved in paid employment during term-time.

4. However, 11 per cent of Year 12 students in this study (the group affected by the *Curriculum 2000* reforms) have actively chosen not to work and not to seek employment - this compares with five per cent of Year 13s.

5. Most 16-19 year old part-time student workers are employed either at the weekend (32%) or at the weekend and one evening during the week (47%).

6. More female (88%) than male (79%) students work part-time, but the latter are more likely to work longer hours.

7. The majority of students who have part-time employment feel that they derive a range of benefits from their jobs including feelings of independence, being treated as an adult, social relations and social skills.

8. Most students see themselves as being able to balance their studies and part-time work, but a significant minority, about 20-30 per cent, could be seen as 'risk takers' who might put their part-time job before their studies.

9. Year 12 students feel more strongly than Year 13 students that they should do less paid work if they want to get good grades. Year 13 students feel more strongly that they are successful at balancing part-time work and study; they are also more likely to have reduced their hours of paid work near examination time.

10. The majority of students in both Years 12 and 13 do not feel that their school/college has helped them to manage the balance between paid work and study – they would also like the opportunity to bring their experience of work into their studies.

11. The employers we interviewed are keen to employ part-time 16-19 year old students but also appear sympathetic to ensuring that these students are able to balance their commitments to work and to study to the benefit of both. However, they know very little about the recent changes resulting from the *Curriculum 2000* reforms and see value in developing a better understanding of the education system and a closer relationship with their 16-19 year old part-time employees' school or college.

12. The teachers we interviewed largely accept that their 16-19 year olds have part-time employment, but they are concerned about achievement levels and are thus keen to look at strategies for balancing learning and earning more effectively.

Conclusions and Recommendations for Action

This survey reaffirms earlier evidence that the vast majority of 16-19 year old advanced level full-time students in the South Gloucestershire area undertake significant amounts of part-time work alongside their full-time study programmes and are likely to continue to do so regardless of curriculum changes. Moreover, the students in our study see this aspect of their life as important in developing broad life-skills, as well as providing them with financial independence. The project findings suggest that any discussion about the relationship between learning and earning should explore ways of reducing the tension between the two and look instead for constructive ways of connecting work and study for this age group. Currently, however, there is little dialogue between teachers and employers about the issue of part-time work and little understanding of each other's contexts or priorities.

We, therefore, recommend that Connexions West of England and its partners establish a forum for teachers and local employers to meet on a regular basis to:

- exchange information about recent developments in education and the workplace, in order to forge a better understanding of the context in which 16-19 year olds study and work;

- assist schools, colleges and employers to engage more proactively with the issue of learning and earning among 16-19 year olds, so as to help learners balance work and study more effectively;

- encourage collaboration between teachers and employers in the development of the wider key and learning skills such as oral communication, problem-solving, improving own

learning and performance and working with others and to identify opportunities for connecting study and working life;

- provide a means whereby schools, colleges, employers and agencies, such as Connexions West of England and the local Learning and Skills Council, can explore the possibility of developing a local 'graduation certificate' to recognise activities and experiences beyond the confines of the school or college curriculum.

SECTION 1. BACKGROUND TO THE STUDY

In 1999, Learning Partnership West commissioned the Institute of Education (IoE) to undertake a small-scale research project into the patterns of part-time work among 14-19 year olds in full-time education in the Kingswood area of South Gloucestershire. At the time the research was commissioned there was considerable teacher anxiety in this part of the country, and more widely, about the increasing number of young people - particularly 16-19 year olds – undertaking part-time employment during term time. There was a concern that part-time work was having an adverse effect on aspirations, participation, progression and achievement among 14-19 year olds. However, there was no evidence upon which to base this judgement. Hence the need for a research project which would look at the patterns of part-time work among young people in this age group and their views about the role of part-time employment in their lives.

This first study, which was carried out by two researchers from the University of London's Institute of Education between May and July 1999, involved just under 2000 14-19 year olds in six schools and one college in South Gloucestershire. The quantitative and qualitative data collected during this survey suggested that the majority of 14-19 year olds were engaged in part-time work alongside their full-time study and that this engagement increased with age. It also identified a mismatch between the views of teachers and learners on the issue of part-time work – the former mainly perceived part-time employment as having a negative impact on students' educational performance and achievement, while the latter largely took a more sanguine view about their ability to manage work and study (Hodgson and Spours 2000). Employers' views were not sought as part of this research project, but their response to the final report, articulated at a Project Dissemination Conference in 2000, demonstrated that they were interested to know more about the subject and to explore ways of making the links between work and study more productive.

To this end, Connexions West of England (the new name for Learning Partnership West) commissioned a second study from Institute of Education researchers to:

- discover whether patterns of part-time work for advanced level 16-19 year olds have increased, decreased or remained the same with the advent of *Curriculum 2000* (see Appendix 1 for details of this reform);

- provide three different perspectives - students', teachers' and employers' - on the issue of balancing full-time study and part-time work;

- suggest strategies involving students, teachers and employers in helping young people to more effectively balance learning and earning and to develop positive connections between their studies and working life.

Methodology

In the Summer Term 2001, a questionnaire was sent out to seven sixth forms and two further education college in the South Gloucestershire area[1] (see Appendix 2 for a copy of this questionnaire). Teachers distributed these questionnaires to all Year 12 and Year 13 students and a total of 466 completed questionnaires were returned for analysis[2]. The questionnaire was designed to collect a range of data related to the students' courses of study, involvement in paid work and their opinions on how effectively they were able to balance part-time work with their course of study. It contained a mixture of close-ended questions and statements to which the student was invited to agree or disagree using a five-point scale. There was also space for students to include more general comments on the issue of learning and earning.

In addition to the distribution of the questionnaires, the researchers carried out six in-depth face-to-face interviews with major employers of 16-19 year olds in the locality[3]; telephone interviews with eight teachers responsible for the advanced level curriculum in seven schools and one college and interviews with 42 students (in groups of six) in the first year of their advanced level courses. The interviews with students and employers were taped and transcribed prior to analysis and comprehensive notes were made of the telephone interviews with teachers.

[1] In the event only one of the further education colleges took part in the questionnaire survey.

[2] Questionnaires were distributed by teachers in a total of seven schools and one college to an about 800 students with an estimated response rate of 60 per cent.

[3] Because 62 per cent of the young people in our survey worked within the retail sector, we interviewed managers from the six main retail organisations in this area.

SECTION 2. FINDINGS FROM THE SURVEY

Patterns of Part-time Work

The proportion of students involved in part-time work

Recent studies show that the vast majority of students in full-time study are also working part-time and that this increases with age (Davies 1999, Hodgson and Spours 2000a, 2000b). This new local study confirms these findings and also suggests that the *Curriculum 2000* reforms, with their greater workloads, have made little impression on this pattern.

Figure 1: Patterns of students working and not working in Year 12 and Year 13.

	Year 12	Year 13	All
Working	78%	91%	84%
Not working, but looking for work.	11	4	8
Not working and not looking for work.	11	5	8

As Figure 1 indicates, 84 per cent of the 16-19 year olds in South Gloucestershire who responded to our questionnaire were involved in part-time paid employment during the Summer Term 2001, with a further eight per cent looking for work. Under 10 per cent of the sample had thus made an active choice not to work and was not working and not looking for work at the time of our survey. Facing the challenge of balancing part-time work and full-time study is thus clearly the norm for these young people and provides the context for education reforms such as *Curriculum 2000*

Involvement in part-time work was more prevalent among Year 13 respondents in our sample – 91 per cent working with only five per cent not working and not looking for work - than among Year 12 respondents - 78 per cent working with 11 per cent not working and not looking for work. This suggests that more Year 12 respondents have made an active choice not to be involved in the labour market. We will return to this point later when we look at the changes to Year 12 student programmes of study resulting from the *Curriculum 2000* reforms.

Hours of paid work

As with our previous report on patterns of part-time employment among 16-19 year olds in this area of the UK, the main concern expressed by most students and most Heads of Sixth was not so much that students were working, but the number of hours of part-time work many of them were undertaking. In Figure 2, we therefore compare data on the number of hours of part-time employment being undertaken by Year 12 and 13 respondents in our 1999 survey and in this current survey.

Figure 2. Weekly hours of work undertaken by Year 12 and Year 13 student in 1999 and 2001

	1999*	2001
Not working	23%	17%
Working 0-5 hours	9	8
Working 6-10 hours	30	27
Working 11-15 hours	21	35
Working over 15 hours	17	13

*NB. For the purposes of comparison, 16-year-old students have been excluded from the 1999 data. The comparison made is between 17-19 year olds in the 1999 sample and Year 12 and 13 in the 2001 sample.

Figure 2 shows that in 1999, 62 per cent of the respondents were working 10 hours or fewer with only 38 per cent working over 11 hours. In the 2001 survey, 52 per cent of our respondents were working 10 hours or fewer with 48 per cent working over 11 hours. Moreover, the category which gained the greatest response in the 2001 survey was 11-15 hours per week of part-time work in comparison with 6-10 hours per week in 1999 (for gender comparisons of 1999 and 2001 survey data – see Appendix 3. Figure 16). While there can be no direct comparison between 1999 and 2001 because the sample size is different, our data suggest that, within the geographical area of our surveys, 16-19 year olds are not only more likely to be working part-time in 2001 than they were in 1999, but that they are also more likely to be undertaking more hours of paid work per week than their counterparts in 1999.

We will return to this finding in Section 3 where we discuss both the nature of employer contracts for part-time workers and the relationship between part-time work and full-time study under the *Curriculum 2000* reforms.

When students work

As with previous data we have collected in this area, it appears that the majority of students in our sample undertake paid work during the weekend and combine this with one or two evenings during the week (see Figure 3). Out of our total of 466 respondents, only 29 admitted to working hours during the school day. This finding was reinforced by responses to another section of the questionnaire in which 88 per cent of students disagreed with the statement *"I would miss a lesson if I was asked to work during the day"*.

Figure 3. When students work.

When students work	Of working students
Weekends only	32%
Weekends and evening or night shifts	47
Weekends and other combinations of shifts	4
Evening or night shifts only	14
Day shifts or morning shifts only	3

These common working patterns were referred to by both employers and students we interviewed and a clear sense emerged that some patterns of work were felt to be more beneficial than others. As one Year 13 student commented.

> *"In my experience, the best way of paid work and study is to contain paid work to weekends or one day a week, so that I can focus on paid work for that day only, leaving the rest of the week to focus on school work."*

Place of work

As in 1999, the majority of 16-19 year old respondents to our 2001 survey were employed in the service sector. Sixty-two per cent had jobs within the retail sector and 17 per cent worked in food outlets or bars. Responses to this section of the questionnaire led to our decision to interview employers within the retail sector for this study.

Work patterns and gender

In common with the evidence collected in 1999, we found that female students were more likely than male students to be involved in the labour market in 2001.

Figure 4. A comparison of male and female working patterns

	All	Male	Female
Not working	17%	21%	12%
Working 0-5 hours	8	5	10
Working 6-10 hours	27	21	33
Working 11-15 hours	35	38	33
Working over 15 hours	13	15	11

As Figure 4 shows, 88 per cent of young women respondents were working at the time of our survey compared to 79 per cent of young men. However, it is worth noting that the female students in our sample were less likely than their male counterparts to be working over 15 hours a week.

Patterns of part-time work summarised

This latest study confirms that that the engagement of full-time advanced level learners in the Kingswood Partnership with part-time work has increased over the past two years both in terms of the proportion of young people working and the number of hours of paid work they undertake. *Curriculum 2000*, with its heavier study workloads, appears to have had a very limited impact on these patterns – notably that more Year 12 students (11%) than Year 13 students (5%) are not working and not looking for work. Student perceptions of study and part-time work issues are explored in the next part of the report.

SECTION 3. DIFFERENT PERSPECTIVES ON PART-TIME WORK

The Student Perspective

Data on students' attitudes towards balancing paid work and study are taken from both the questionnaires and from the focus group interviews. On the questionnaires, students responded to 21 statements by awarding them a number between 1 and 5, where 1 means that the student strongly agrees with the statement and 5 means the student strongly disagrees with the statement. Some of the responses to these statements are illustrated and discussed in what follows, the remainder can be found in Appendix 3.

The benefits of part-time work

The majority of the 16-19 year old respondents in our study felt that their involvement in the labour marker was positive for a variety of reasons. Whilst students primarily pursue part-time work for the money, in interview, students cited other benefits, such as social contact, the opportunity to improve their *curriculum vitae* and enhance their prospects of being offered a better job in the future and experience of the "real world". As one student commented,

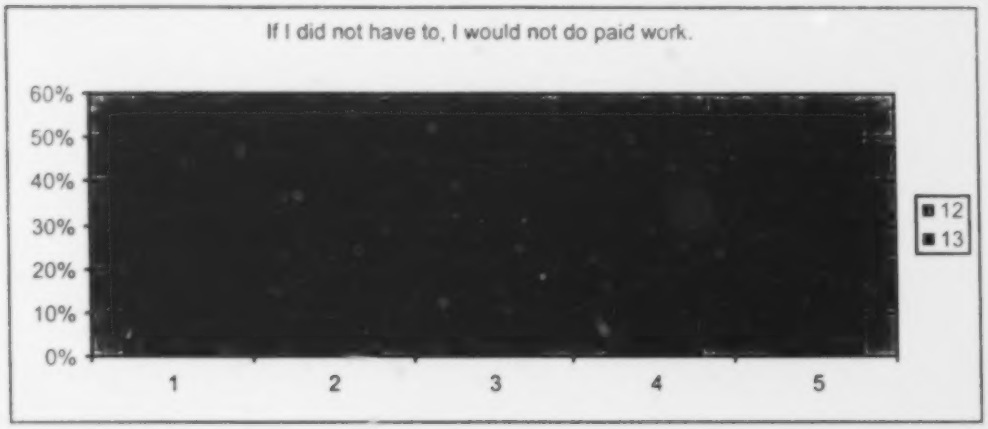
> *"it's like key skills in the real world"*,

and another student suggested that, ideally, paid work,

> *"will give you valuable skills and prepare you for work when you eventually leave education."*

Interestingly, and as Figure 5 illustrates, only about 20 per cent of respondents agreed that they would not do paid work if they did not have to. This suggests that part-time work, however stressful, is an important element of young people's lives.

Figure 5. Responses to the statement "If I did not have to, I would not do paid work" (1=strongly agree; 5=strongly disagree)



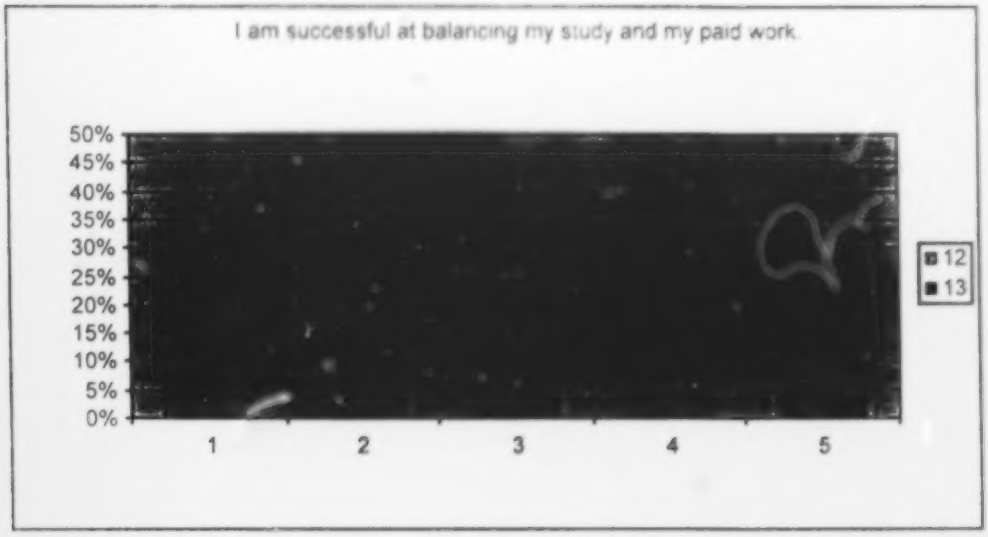
The balancing of paid work and study

Although these questionnaire responses suggest that students feel largely positive about being involved in paid work and recognise the benefits that it offers, there is some awareness that the balancing of paid work and full-time work is not without some personal cost. At its most extreme, this cost can be severe. One Year 12 student wrote on his questionnaire:

> *"I don't/can't manage to balance work and study. That is why I am now leaving with nothing to show for one year".*

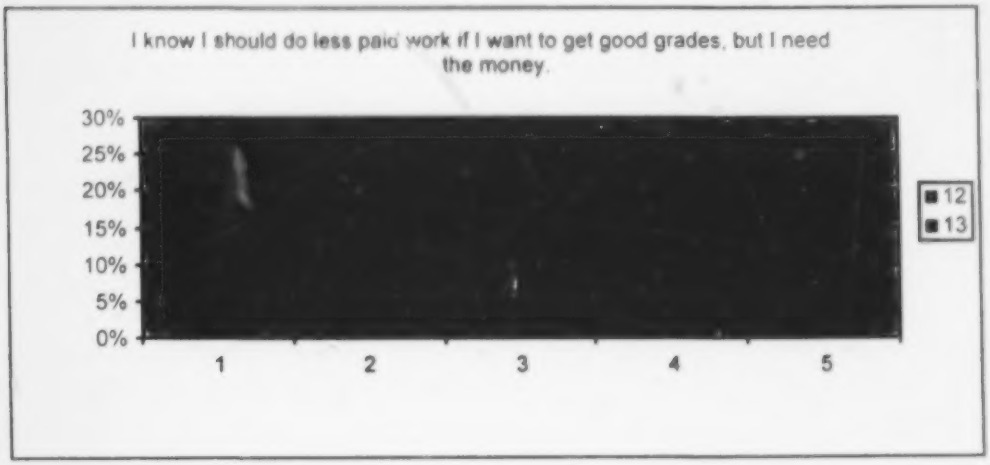
This type of comment, significant though it is, represents a minority of respondents. As Figure 6 demonstrates, the majority of the 16-19 year olds who responded to our questionnaire are more positive or ambivalent about balancing work and study, though Year 13 students feel somewhat more able to do this than do Year 12 students. In the case of Year 12s there may be a *Curriculum 2000* factor at work. Overall, Figure 6 suggests that students do not see themselves as unable to cope with study and part-time work, but nor do they see themselves as being particularly successful in this respect. These findings may reflect the fact that, overall, many think they can manage, but at particular times (e.g. when course-work has to be submitted) they can also feel pressurised.

Figure 6. Response to the statement "I am successful at balancing my study and my paid work" (1= strongly agree, 5= strongly disagree)



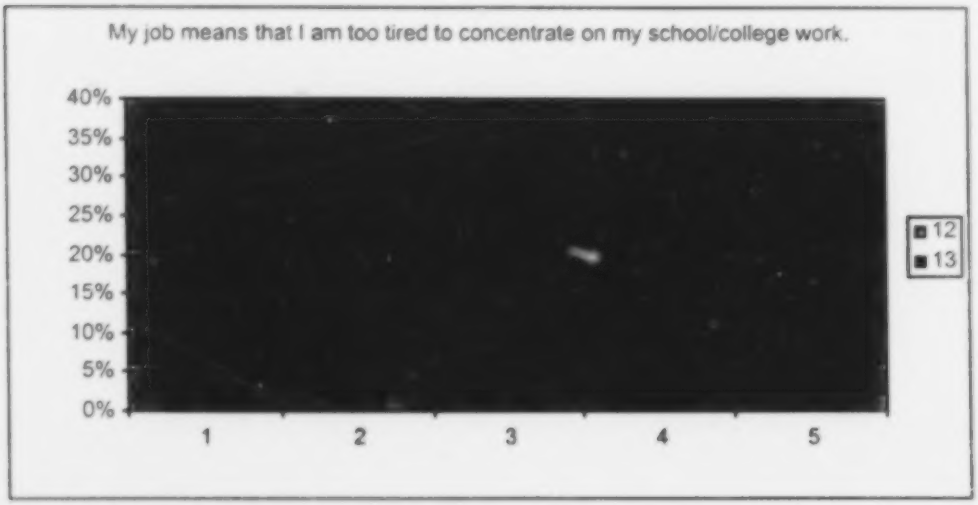
Responses to statements in other parts of the questionnaire and illustrated in Figures 7 and 8 below also suggest student ambivalence about the relationship between study and part-time work. For example, a slight majority of the students who responded to our survey disagreed or strongly disagreed with the statement, *"I know I should do less paid work if I want to get good grades, but I need the money"*.

Figure 7. Responses to the statement "I know I should do less paid work if I want to get good grades, but I need the money" (Scale: 1= strongly agree; 5= strongly disagree)



The responses reflected in Figure 8, on the other hand, are more decisive with a clear majority disagreeing with the statement *"My job means that I am too tired to concentrate on my school work"*.

Figure 8. Responses to the statement "My job means that I am too tired to concentrate on my school work" (1= strongly agree; 5= strongly disagree)



Responses to these two questions may suggest a number of things. First, a significant minority of respondents admit to doing too much part-time work if they want to get good grades. Some appear not to try for good grades if it means earning less money. On the other hand, part-time work is not seen as a factor pushing most students to the point of exhaustion. Students do not simply divide their time between school work and paid work. In interview, many students drew attention to the fact that paid work was not having a negative effect on their studies because they would not have been studying during the hours they chose to work. These Year 13 comments are typical:

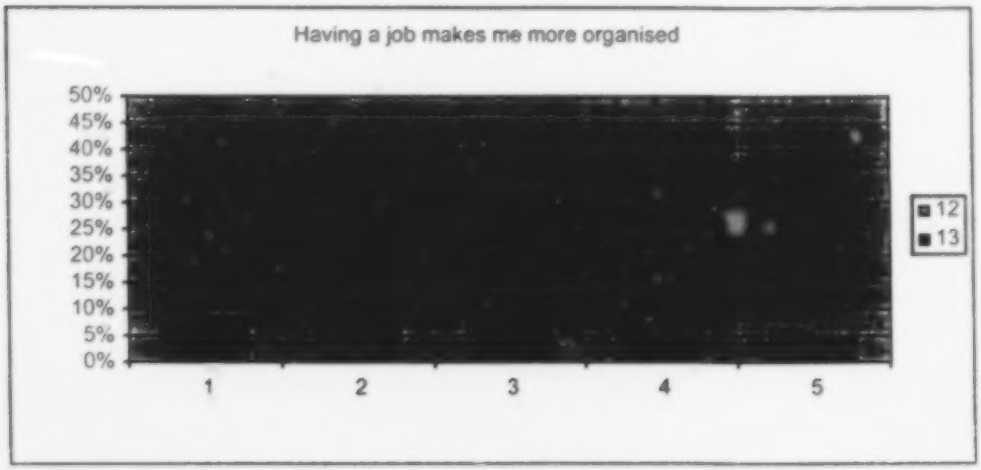
> *"I work as hard as I do in school, regardless of whether I had a job. I would just waste my time socialising if I was not working."*

Instead, paid work may have been carried out at the expense of their social life or other aspects of their life such as extra-curricular activity. In fact, some students suggested that the pressure of part-time work actually made them manage their studies better because they were aware that they had less time to waste.

"I don't spend as much time as I should on my studies, but this has nothing to do with paid work. I find working a benefit as it helps with organisation."

This individual point was borne out quantitatively by student responses to the statement *"Having a job makes me more organised"*. As Figure 9 shows, the majority of students agreed with this statement.

Figure 9. Responses to the statement "Having a job makes me more organised"



Nevertheless, what Figures 7 and 8 also show is that there is some difference in the views of Year 12 and Year 13 students on balancing paid work and study. Figure 7 indicates that the Year 12 respondents in our survey are more concerned than those in Year 13 that part-time work may be detrimental to gaining good grades in their academic studies. Figure 8 suggests that more Year 12 that Year 13 students feel that their job causes them to be too tired to concentrate on their school or college work.

Although the difference between Year 12 and Year 13 students is not extreme, it is consistently reflected in the responses made by these two sets of students across the range of statements in the questionnaire loosely related to not balancing work and study (see Appendix 3). This difference may well reflect the fact that the Year 12 student respondents to our research were on much more demanding study programmes than their Year 13 counterparts, as a result of the *Curriculum 2000* reforms. In addition, like other Year 12 students across the country, they were having to cope with all the uncertainties and pressures resulting from these

changes to advanced level qualifications in the first year of their implementation (Spours, Savory and Hodgson 2001).

As part of the questionnaire, students were asked to draw upon their experience of balancing paid work and study to complete the following statement: *"In my experience, the best way of balancing paid work and study is....."*.

Although this was an open-ended question, 73 per cent of those who responded to the questionnaire also completed this part. The most common response (almost one third of those who responded) was that the best way of balancing paid work and study was to keep paid work to a minimum and to fit it around one's studies. The second most frequently suggested strategy for balancing work and study was to be organised and to manage time effectively. Only five per cent of respondents to this section of the questionnaire recommended that students should not do paid work at all in term time.

Finally, while most students think that they can balance paid work and study, interviews suggested that they realise that this balancing act often rests precariously on having a sympathetic employer. A Year 13 student summed up this sentiment in the comment:

> *"The best way to balance the two is to have good communication between employers and employees within a good organisation."*

Students' relationship with their employer and the workplace

When discussing strategies for balancing part-time work and study, students advocated having a flexible employer who would allow them to vary their weekly working hours and who would be willing to reduce their hours of paid employment close to examinations or coursework deadlines. Students who were having positive experiences of paid work made comments on their questionnaires such as:

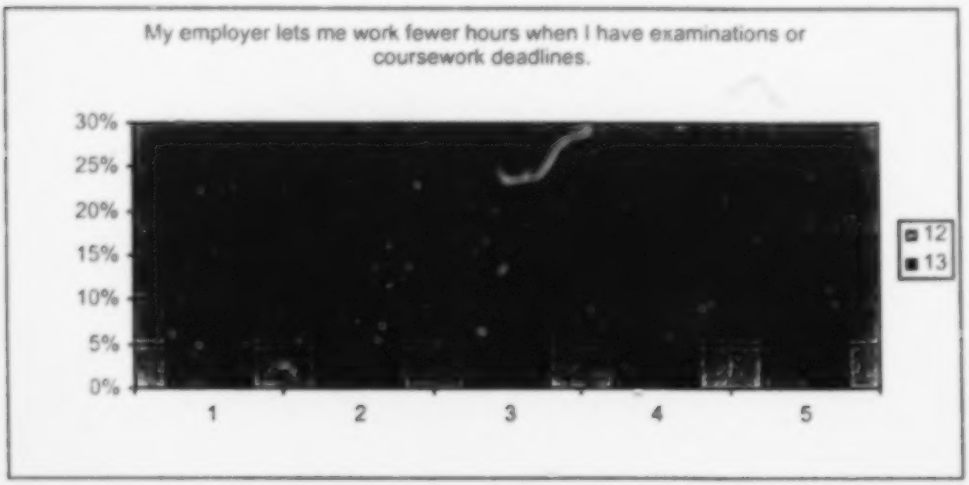
> *"My job has very flexible hours so I don't find it so much of a problem"* and *"My job allows me to work shifts when I want to work, so when I have free time I work."*

Employers who were less sympathetic clearly added significantly to the stress of students attempting to balance learning and earning. The students of one school described how their Head of Sixth had had to contact one large retail employer to insist that her students were

allowed to work fewer hours during the most recent examination period. Another group of students described how a retail employer had pressurised them to *increase* their working hours during the same examination period.

However, as Figure 10 below demonstrates, fortunately these appear to be minority cases. The majority of students in our survey agreed or strongly agreed that their employer would allow them to reduce their working hours when they had examinations or coursework deadlines.

Figure 10. Responses to the statement "My employer lets me work fewer hours when I have examinations or coursework deadlines" (1= strongly agree; 5= strongly disagree)



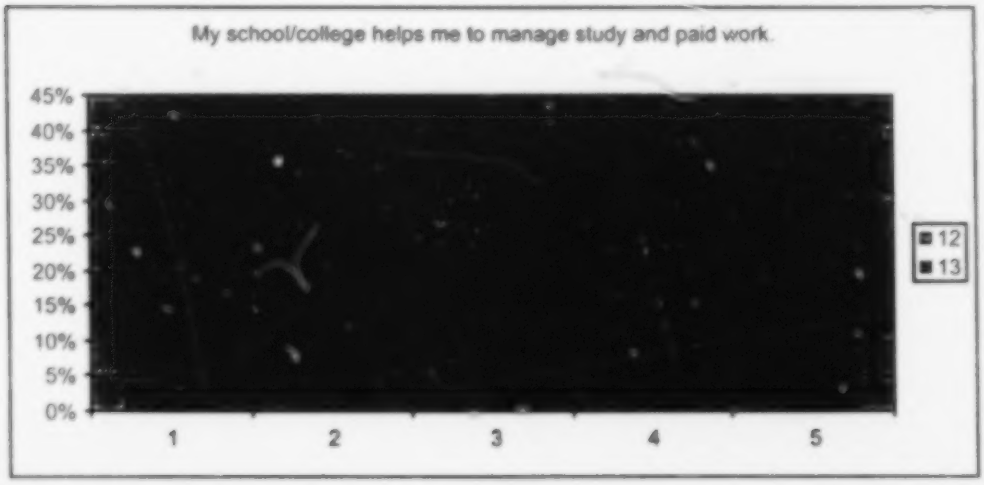
What this illustration also indicates is that while both Year 12 and Year 13 students generally seem to have a reasonable relationship with their employer, Year 13 students appear more able to establish working patterns that help them to balance employment and study. These views were supported in interviews with Year 12 and Year 13 students.

As we will suggest later in this report, the issue of employer knowledge about and sympathy towards educational pressure points for students has become more important under *Curriculum 2000* because of the increase in the number of examination periods associated with these reforms.

School/college attitudes, study and part-time work

While most students in our study felt that they were able to maintain some balance between paid work and study, as Figure 11 below indicates, the majority felt that their school or college had contributed little to helping them do this.

Figure 11. Responses to the statement "My school/college helps me to manage study and paid work" (1= strongly agree; 5= strongly disagree)



In our interviews, students repeatedly suggested that their school or college did not have a realistic attitude towards their need to be involved in part-time employment. They often referred to a tension between the school's attempts to restrict the number of hours they could work, and the minimum number of hours that employers would allow for a contract. One student suggested that both the school and the employer were working for essentially selfish motives with little regard to the needs of the student:

> *"The school wants you to work at the grades, but work wants you to work so they can make a profit and they can be a better business. So they are both trying to get the best out of you."*

While the students in our sample largely wanted to keep work and study separate (see Figure 12), they also wanted opportunities to bring their experience of work into their studies (see Figure 13).

Figure 12. Responses to the statement: "I think that school/college work and paid work should be kept separate" (1= strongly agree; 5= strongly disagree)

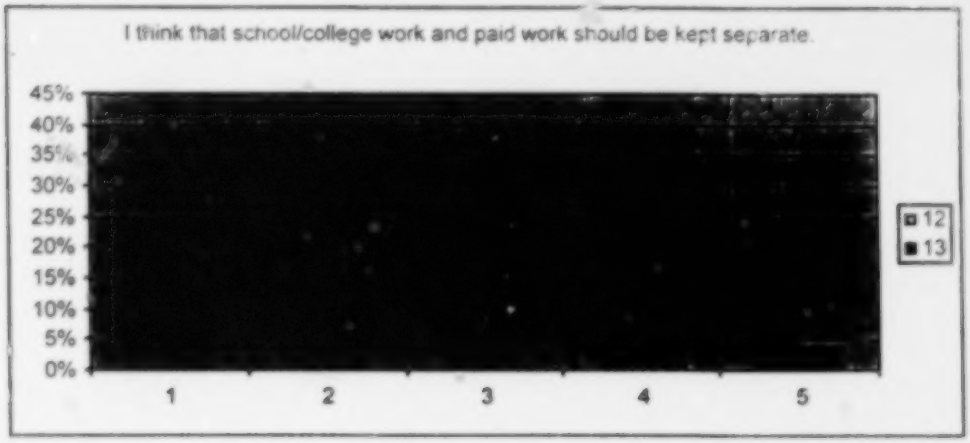
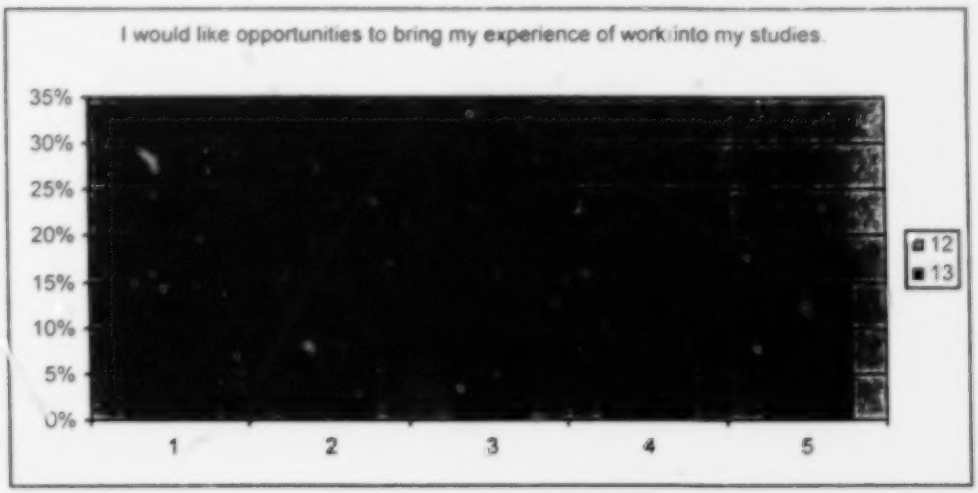


Figure 13. Responses to the statement "I would like opportunities to bring my experience of work into my studies" (1= strongly agree; 5= strongly disagree)



How might we interpret these two findings which on the surface appear somewhat contradictory? We would suggest that, from our discussions with young people, what Year 12 and 13 students are indicating here is that they like the opportunity to experience the different environments of education and the workplace and to experiment with different identities in these two very different contexts. Indeed, one of the strategies that these 16-19 year olds have for coping with the demands of each environment, is to regard one as a change or rest from the other.

"Working means a break from school and is good for meeting people."

However, at the same time, what these students appear to be saying is that they would like the skills and experiences that they gain in the workplace to be recognised more actively in the school or college context.

Finally, while this study set out primarily to examine students' views of part-time work in order to look at strategies for balancing learning and earning, what some of the data also reassuringly reveal is the strong commitment that the students who took part in this research have towards their studies. Figure 14 below, for example, clearly shows that the majority of these 16-19 year olds have actively chosen to participate in full-time education rather than to go directly into the labour market. Conversely, however, it suggests that a significant minority of advanced level students are reluctant participants. It is possible that members of this grouping might be more inclined to engage in higher hours of part-time work.

Figure 14. Responses to the statement "I would prefer to have a full-time job rather than being a student" (1= strongly agree; 5= strongly disagree)

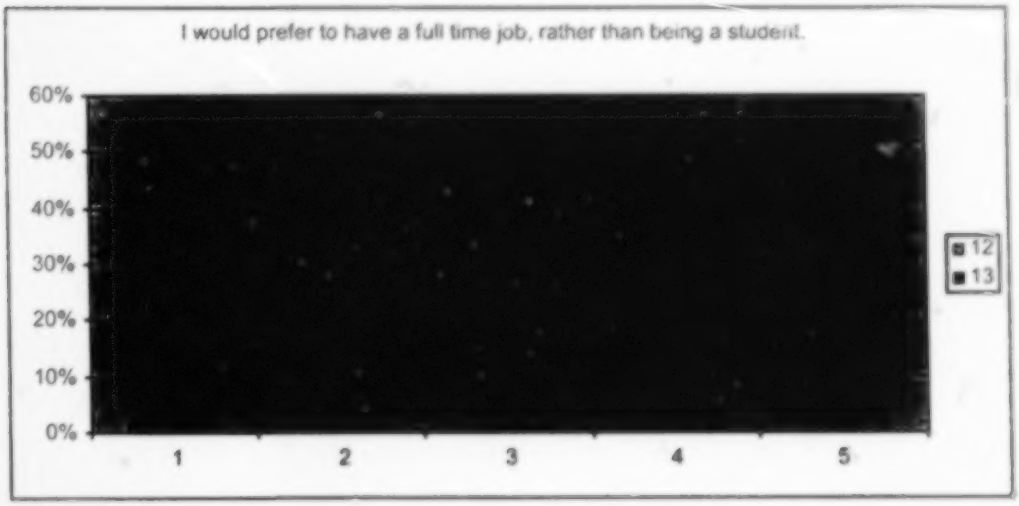
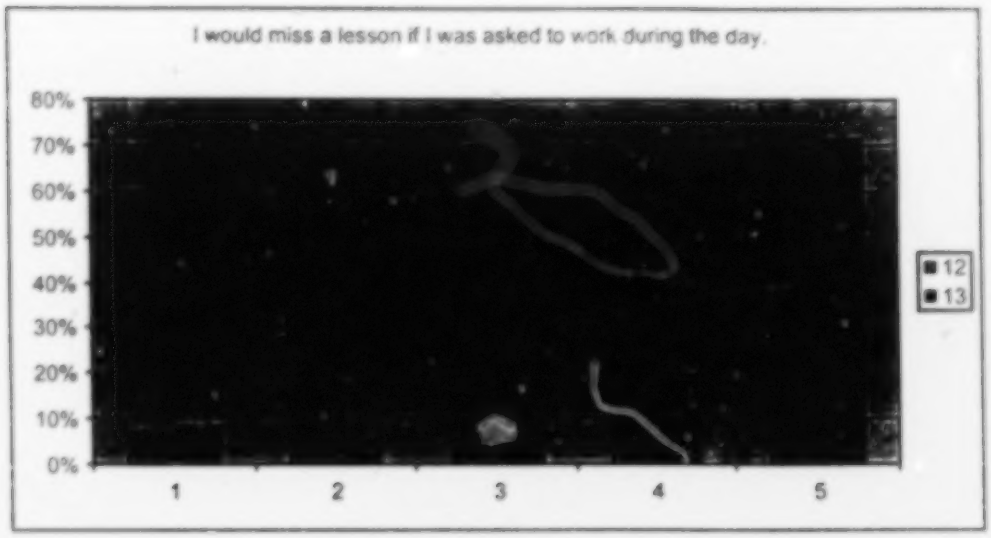


Figure 15 equally convincingly demonstrates that students have a greater commitment to their study within school than to their part-time employment, with the overwhelming majority stating that they would not miss a lesson to go to work. The area of contention, however, is the amount of time spent on advanced level study outside school.

Figure 15. Responses to the statement "I would miss a lesson if I was asked to work during the day" (1= strongly agree; 5= strongly disagree)



These quantitative findings were very much supported in the group interviews we carried out with students in this study. While the 16-19 year olds we interviewed do want to earn money as well as gain qualifications, these data suggest that most still identify primarily with their role as a full-time student and see their school or college course as their priority. It is interesting to note, however, that about 20 per cent did not disagree with the statement about missing lessons – about the same proportion indicating a preference to be in a full-time job.

The Employer Perspective

The relationship between students and employers

It became evident from the six in-depth interviews that we carried out with retail employers as part of this study that 16-19 year old full-time students form a substantial proportion of their workforce. While none of the employers we interviewed employ many, if any, full-time workers aged between 16 and 19, all of the employers have a significant number of part-time workers of this age group who are in full-time study.

The relationships which exist between the interviewed employers and their part-time workers are contractual. Each of the companies has a policy which affects how many hours a part-time worker is entitled to work and for which benefits they are eligible. Different companies have different contracts in terms of the minimum number of hours of employment a student

will be expected to work per week: these range from a minimum of 10 hours with one retailer to a minimum of 15 hours with another. In addition, students, along with other part-time workers, are often offered the opportunity to work more hours.

The employers we interviewed explained that it would not be profitable to the company to offer contracts for fewer hours as part-time workers are eligible for the same benefits as a full-time workers under EU law. One employer commented:

> *"It is very much treated the same as we would an adult: they would get exactly the same contracts but the rate of pay for under-18s is lower."*

Indeed, one retailer was so keen not to distinguish between his student workforce and his full-time workers that he did not keep records of the number of the former he was employing.

Part-time workers with any of the employers we interviewed are entitled to paid holidays which can be taken at examination periods and many employers said that they also try to be flexible around examination time by offering unpaid leave. The more sympathetic employers try to develop contracts that respect students' commitments to the other areas of their lives.

> *"All our contracts involve some weekend work.... As a branch we've decided that really to do Saturday and Sunday would be an unusual combination, just because we try and have some understanding, some comprehension, of their life outside of work and also their commitment to education as well. So, although Saturday and Sunday contracts are available, they're not widely taken up and we certainly wouldn't encourage it. We ask them to choose either a Saturday or a Sunday."*

The balancing of paid work and study

The main concern expressed by the employers we interviewed was that students do not give them sufficient notice of the times when they will be unavailable for work due to their academic commitments. Employers state that in order to respond flexibly to the needs of their work-force, they need to be given sufficient time to be able to make alternative arrangements. However, it is also noted that at certain points in the retail year, it is not possible to be flexible with the workforce. For example, at Christmas time the retailers depend heavily upon their student workforce being able to increase their working hours. This

may well be problematic for those students who will be taking modular examinations in January as part of the *Curriculum 2000* arrangements.

Key to this flexibility is the need for employers to have an understanding of the requirements made by students' studies and it is unfortunate that none of the employers we interviewed had any real knowledge of the changes made by *Curriculum 2000*. They were, however, keen to find out more about this reform throughout the course of the interview and recognised the value of having this information. Most of the employers felt that it would be useful to know more about the new qualifications system *"in terms of exams and knowing pressure times for students"*.

Most of the employers we interviewed had not noticed any substantial alterations in recruitment patterns since the implementation of *Curriculum 2000*. Prior to the interviews, we had speculated that employers might have had more difficulty in recruiting first year advanced level students (Year 12s) in September 2000 than they had had in previous years because of the increased study commitments of these students. However, the perception of the employers is generally supported by survey data which suggests that student patterns of engagement with part-time work has remained largely unchanged. In fact, the only employer we interviewed who had noticed changes of this sort observed,

> *"there's definitely a change in that a lot of people are now available in the week"*.

However, some of the employers in our sample observed that students were more focused on their studies since the qualifications changes.

> *"Whether that's pressure that's been put on them from the schools or whether it's just their general attitude and the way they're being taught is making them more responsible for their own learning, I don't know."*

Employers' relationships with schools and colleges

All the employers we interviewed felt that there would be benefits in developing better relationships with local schools and colleges, both for their organisation and for their student employees. One large retail organisation advocated working with schools to address the skills deficit which they perceived among the students applying for work with their organisation.

"I think that there is some real overlap between what schools do and what we do. I think that what we can do with the students will help them in their education, and equally I think what they do at school can pay dividends in the way they present themselves at their work. So I think there is more that can be done".

In contrast, another employer felt that recent student recruits had been better prepared in these types of skills and suggested that there was less of a skills deficit than in previous years:

"There's clearly an increasing awareness of the key skills that employers are looking for and [local schools] are focusing on those.... We've seen the benefits of that in the way that we get our applicants prepared for their interviews."

But again, this employer felt that much could be gained through developing closer working relationships with local schools and colleges.

Interestingly, some of the employers we interviewed also suggested that a more informed relationship was needed between the senior management and the students' direct line-managers within their own organisation. While all the employers in our study were interested in learning more about *Curriculum 2000* and showed a genuine desire to be as flexible with their student workforce as was practical, there was often the realisation that in most situations the sixth formers do not work directly with this level of personnel. As one employer explained:

"Students work with their colleagues, with the section managers, and the department manager down on the shop floor".

There was an awareness that the managers 'at the shopfloor level', themselves often under pressure, might not be as flexible or as sympathetic with the students as the organisation itself might desire.

The Teachers' Perspective

The balance between paid work and study

Although, as we have seen, the majority of students we surveyed were relatively sanguine about their ability to balance part-time work and full-time study, several Heads of Sixth observed that:

> *"Weaker students tend to work longer hours because they undertake fewer subjects and therefore perceive themselves as having more free time.*

They commented that students did not necessarily have a realistic notion of the demands of their academic courses and expressed a concern that school trips and extra-curricular activities were badly affected because students had less free time outside the school day. Interestingly, employers were also generally less positive than the students themselves about their employees' ability to balance part-time work with the responsibilities of full-time study.

Heads of Sixth were of the view that the balance between part-time work and advanced level study had been made more problematic by the introduction of *Curriculum 2000* with its demands for more time-tabled time and higher volumes of study and consequently less time for part-time work. Some felt that there had been a decrease in the number of Year 12 students who were working and in the number of hours that these students were willing to work, but other Heads of Sixth realised that part-time work was,

> *"very much part of the culture of being a sixth form student, and Curriculum 2000 has not changed this".*

The benefits of paid work

In interview, most Heads of Sixth agreed that part-time work could be effectively balanced with study if students did not undertake a large number of hours of paid employment. As one observed, although without providing detailed evidence for this statement,

> *"under-achievement correlates with the amount of paid work done by a student."*

The relationship between schools, colleges and employers

A common theme throughout the interviews with Heads of Sixth was the need for employers to be more flexible in response to students' timetables. While a student may be able effectively to balance part-time work and full-time study throughout much of the year, in their view there are points within the academic year when this balance becomes much more difficult to maintain. Heads of Sixth were keen for employers to be sensitive to these times within the school calendar, particularly examination periods.

Some Heads of Sixth shared the vision of developing a more collaborative relationship between employers and sixth forms.

> *"Ideally we would be able to negotiate with these employers – we could guarantee them workers in exchange for the assurance of some flexibility with students' working hours. This would also be good marketing for the sixth form."*

While concern was also expressed about the practicalities of realising such relationships in terms of the time and administration involved, it became increasingly clear to us throughout the interviews with both employers and Heads of Sixth that there is a shared desire to communicate more around ways of developing a productive balance between paid work and study. Joint discussion and practical developments in this area would not only go some way towards tackling the issue of balancing work and study, but might also begin to address students' expressed wish to have the opportunity to bring their experience of work into their studies more actively.

SECTION 4. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Despite the *Curriculum 2000* qualification reforms, which increase the time that advanced level students have to spend on their studies, the vast majority of 16-19 year olds in this study are involved in paid employment during term-time. In fact it appears from the evidence in this study that the proportion of 16-19 year olds working part-time while studying and the number of hours they are working each week has increased over the last two years.

However, the students we surveyed seemed committed to their studies, for the most part see considerable benefits accruing from their involvement in the labour market and are confident about their ability to balance part-time work and study. Their teachers and employers, however, are less convinced that students are getting this balance right. In this respect, it is concerning that so many students expressed the view that their school or college did not help them to balance work and study.

Within these common trends, there appear to be some differences between the patterns of part-time work for young women and young men – with the former more likely to work but less likely to take on as many hours of work as the latter. There are also indications that more Year 12 than Year 13 students are worried about managing part-time work and full-time study and more have actively chosen not to work. The former are, of course, the only group currently to be experiencing the effects of the *Curriculum 2000* reforms. While these differences are not particularly great, they are worth investigating further.

In earlier work we identified five different types of students to differentiate the way in which 16-19 year olds relate to study and part-time work (Hodgson and Spours 2001):

- 'balancers' – those who are able to balance work and study;
- 'risk-takers' – those whose patterns of work and study put them at risk of underachieving;
- 'deliberate non-workers' – those who actively choose not to work in order to focus on their studies;

- 'outsiders' - those who are excluded from the labour market, for whatever reason, rather than actively choosing not to work;

- 'connectors' – those who make active connections between their part-time work and their full-time course.

This study, like previous work, suggests that the majority of students are balancers or see themselves as balancers (see for example Figures 6, 9, 24, 25). The patterns of work for female students suggest that they, more often than male students, still fall into the 'balancer' category.

A significant minority (around 20 per cent), however, appear to be risk-takers, reflected by the number of hours worked; the distribution of their shifts and calculations about the number of hours worked in relation to examinations and the general demands of study (see for example Figures 2, 3, 7, 15, 19, 24, and 25). We speculate that a proportion of those in the risk-taking category are also those who indicated that they would prefer to be in the labour market rather than in full-time education (see Figure 14). Moreover, the data suggest that in 2001, in comparison with 1999, more Year 12 students potentially fall into the 'risk-taker' category and a few more into the 'deliberate non-worker' category due to the impact of *Curriculum 2000* with its heavier workloads.

'Connectors' still constitute a very small category, with most students wanting to keep paid work and study separate (see Figure 12). However, there are indications that more students would like opportunities to bring their experience of work into their studies if they were given the opportunity to do so (see Figure 13).

Teachers in this study generally express similar concerns about part-time work to their counterparts in earlier studies (Hodgson and Spours 2000a & b). They are worried about the effects of part-time work on student commitment to study and achievement, particularly in relation to weaker students. In addition, and this is new, teachers in this study articulate more acutely an anxiety about the effects of part-time work on extra-curricular activity. It may be that teacher concerns in both these areas have been exacerbated by the introduction of *Curriculum 2000*. Our research on the first year of these qualifications changes suggests that this reform has proved more problematic for lower-achieving students and also appears to have squeezed out some of the extra-curricular activities associated with sixth form study and Year 12 in particular (Spours, Savory and Hodgson 2001).

Despite, or perhaps because of, their concerns about the ability of students to cope with the demands of learning and earning, some of the teachers we interviewed did express interest in making more active links with employers in their locality.

In previous studies on part-time work and full-time study for 16-19 year olds, employers have not been involved. This research project thus represents a new strand of enquiry in this area and one that has been both illuminating and potentially helpful in suggesting strategies for addressing the issue of balancing work and study.

It is evident from the interviews with the employers involved in this study that part-time 16-19 year olds constitute an important element of the retail workforce in the South Gloucestershire area and are thus of interest to employers as well as to those in education. There is also a clear link between student patterns of work and contractual arrangements in the workplace. All the employers we interviewed stated that they were sympathetic to the study demands of their part-time student employees, but also pointed out their own requirements in running a competitive business and meeting new employment regulations. . Most expressed a real interest in understanding more about the education system as it relates to their student employees and were positive about forging closer links with the schools and colleges from which their employees are recruited.

Taken together, these findings suggest that any discussion about the relationship between learning and earning should explore ways of reducing the tension between the two and look instead for constructive ways of connecting work and study for this age group. Currently, however, there is little dialogue between teachers, students and employers about the issue of part-time work and little understanding of each other's contexts or priorities.

Recommendations

We, therefore, recommend that Connexions West of England and its partners establish a forum for teachers and local employers to meet on a regular basis to develop a collaborative approach to learning and earning. The research to date suggests that there might be initially four areas of dialogue and collaboration.

Information exchange about recent developments

There needs to be more exchange of information about recent developments in education and the workplace, in order to forge a better understanding of the context in which 16-19 year olds study and work. For example, employers need to know about curriculum and qualifications changes and educationalists need to know about recent EU changes to benefits, entitlements of part-time staff and their impact on 'flexi-contracting'.

Collaboration around time management

What this study, alongside earlier research, suggests is that earning while you are learning is a permanent part of the landscape of 16-19 year olds. The issue is how the balance between the two is better managed. Employers need to know when students will experience study and exam pressures so they can respond to student needs in the organisation of shift patterns. Students and education providers have to appreciate that employers need plenty of notice of educational commitments so that a 'whole year approach' to time management and flexi-contracting can take place.

Collaboration around skill development

The near universal experience of part-time work by young people in full-time 16-19 education provides a very useful point of collaboration between employers and education providers around the development of the wider key skills for advanced level students. Our research, both within this project and around *Curriculum 2000*, shows that skills such as oral communication, problem-solving, improving own learning and performance and working with others are seen as important by both employers and educationalists.

Joint support for the development of a 'local graduation certificate'

In the longer term, it may be useful for employers and educationalists to collaborate around local certification (and ultimately national certification) that recognises and celebrates the importance of activities and experiences beyond the confines of the school or college curriculum. It is, therefore, recommended that schools, employers and agencies, such as Connexions West of England and the local Learning and Skills Council, explore possibilities in this area.

The Learning and Earning Conference: Agreements and Next Steps

The findings of the Learning and Earning Research Project were presented by Ann Hodgson and Ken Spours at a conference on Thursday 24 January 2002 at Sir Bernard Lovell School. A wide variety of organisations were represented, including all of the centres who took part in the initial research, Connexions, the Learning and Skills Council and the Bristol and South Gloucestershire Learning Partnership which funded the project. Managers from WH Smith, Sainsburys and John Lewis were also able to attend. The draft report was distributed prior to the conference and the representatives from WH Smiths and Sainsburys were able to meet on the morning of the conference to agree an initial response which they presented during the conference.

The aims of the conference were:

- to present the research findings and to place them in the context of current changes in Post 16 education
- to ensure that the views of students, teachers and employers were equally represented
- to provide an opportunity for representatives of local businesses and education to meet
- to agree practical strategies which would help students, teachers and employers manage the sometimes conflicting demands of full-time study and part-time employment more effectively
- to begin to establish a framework for ongoing links between education and local employers which will move beyond the immediate focus of part-time employment

Practical strategies suggested by the discussion groups included:

- to provide employers with information regarding pressure points, exam dates, term dates, field, etc
- to agree appropriate contracting arrangements with individual employers in return for recommending those employers to students –e.g. a 'kite mark' or local protocol
- to use Connexions Personal Advisers to work with students who are experiencing time-management problems rather than tutorial staff
- to invite 'balancers' / 'connectors' to talk to new Y12 students
- to introduce more money-management lessons to reduce the imperative to earn so much
- to provide more Post 16 work experience opportunities
- to make teaching staff aware that 10 – 15 hours employment is a fact of life (and that they need to focus on time management strategies with students)
- to investigate ways of using Key Skills from the workplace in a school / college context
- to give parents more information about 'balancing' demands
- to establish a regular Education and Employment Forum

In conclusion, the conference was a valuable opportunity to develop a positive approach to what was once seen as a threat to success at Post 16 level. If properly managed, part-time employment has the potential to provide students with important employability and life skills and so complement the formal qualifications they are working towards in school or college. It was also clear from the afternoon's discussions that both employers and teachers would benefit from a better understanding of the contexts in which each is working. It is now the responsibility of the local businesses and educationists, with the continued support of the Bristol and South Gloucestershire Learning Partnership, to work together to put into practice these ideas. This is already an identified priority in the Kingswood Partnership Development Plan. In particular, employers and education providers need to develop more explicit agreements about lines of communication and flexible contracts.

In the longer term, closer links between education and local employers will be vital in the development of any over-arching qualification which recognises the whole range of student achievement, either at post 16 level or, as is increasingly likely, across the 14 – 19 age range. It is widely hoped that the Learning and Earning Project is the beginning of much more collaboration between employment and education in the Kingswood area.

Jez Truelove

Kingswood Partnership Post 16 Co-ordinator

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APPENDIX 1: A SUMMARY OF *CURRICULUM 2000*

The *Curriculum 2000* reforms arising from *Qualifying for Success* (DfEE/DENI/WO 1997) can be seen to have four major themes - broadening study at advanced level; introducing greater consistency of standards between and within different types of qualifications; rationalising the number of subject specifications; and improving alignment between general and general vocational qualifications. There is also an expectation from Ministers that students should consider studying up to five subjects in the first year of advanced level study. These themes are reflected in changes to A Levels and GNVQs and the introduction of the new Key Skills Qualification and Advanced Extension Awards.

The AS and A2

One of the most important new proposals in *Curriculum 2000* was to split all A Levels into two 3-unit blocks - AS and A2. Under the new arrangements students are able to achieve a 3-unit AS in the first year and to attain a full A Level through completing an A2 in the second year. The main aim of the AS is to encourage students to take up a broader range of subjects in the first year of study (e.g. four or five compared to the two or three at present) and to boost attainment rates by providing a more gradual gradient of progression between GCSE and A Level with the opportunity of gaining credit after one year of study.

New Model GNVQs/Vocational A Level/Advanced Vocational Certificate of Education (AVCE)

Alongside these changes to A Levels, GNVQs have also been reformed to align them more with A Levels; to make them more manageable to deliver and to encourage greater consistency of standard. They have also been renamed Vocational A Levels or Advanced Vocational Certificates of Education (AVCEs). GNVQs/Vocational A Levels/AVCEs have been designed into 6-unit or 3-unit blocks identical in size to A Levels and AS and there is a slimmed down and more external assessment regime within a common A Level grading scheme. The level of all units in AVCEs, however, is at A Level standard throughout. Key skills have been detached so that they can be achieved through a separate Key Skills Qualification. The aim of designing AS/A2 and AVCEs in similar size blocks was so that a wider range of students could mix and match general and general vocational qualifications within their programmes of study at advanced level.

Key Skills

The previous Labour Administration was committed to the introduction of key skills and wanted all 16-19 year olds to take them because it saw them as supporting its raising standards and employability agendas. To this end, it created a single qualification, the Key Skills Qualification, to assess achievement in the three key skills of Communication, Application of Number and Information Technology at Levels 1, 2 and 3. Each unit is currently assessed by providing portfolio-based evidence and taking external tests in relation to each unit.

Advanced Extension Awards (World Class Tests)

Alongside the reform of A Levels and GNVQs and the development of the Key Skills Qualification, QCA was also asked to design specifications for Advanced Extension Awards

(AEAs) to replace S Level papers and various university admissions tests. AEAs have been mapped against GCE subject criteria and will be offered in 13 subject areas. The AEA is intended to stretch the most able and to provide end-users with better differentiation at the 'top end'. (AEAs do not form a part of the discussion in this paper since we have no strong evidence on their take-up at this point in time.)

APPENDIX 2.

Learning and Earning Questionnaire: Year 12/13

We are researchers from the Institute of Education who are looking at how Year 12 and 13 students cope with studying at school/college and doing paid work. We would be grateful if you could fill in this questionnaire to help us with our study. Your response is confidential and the results will be used to help schools/colleges and employers work together to help students to combine study and paid work more effectively.
With thanks, Dr A. Hodgson, Dr K. Spours and Z. Fowler.

Please fill in gaps and tick the box/boxes that apply to you

Candidate Number: _____ Name of School/College: _____

Male: ☐ Female: ☐ Age: _____ Year Group: _____

1. What course(s) are you studying?

A/AS Level ☐ Advanced GNVQ/AVCE ☐ Intermediate GNVQ ☐ Other (please state) ☐ _____

1b. If you are studying A/AS Levels, how many subjects are you taking?

1 ☐ 2 ☐ 3 ☐ 4 or more ☐

1c. How many hours teaching do you have each week?

15 or fewer ☐ 16-20 ☐ 21-25 ☐ 26 or more ☐

2. Do you do any paid work during term time? Yes ☐ No ☐

2b. If no, are you currently looking for a job? Yes ☐ No ☐

2c. If yes, how many hours per week do you normally work during term time?

0 - 5 ☐ 6 - 10 ☐ 11 - 15 ☐ 16 or more ☐

2d. Where do you work?

Food outlet ☐ Shop/supermarket ☐ Hotel ☐ Cinema/Leisure centre ☐ Telesales ☐ Childcare ☐ Other (please state) _____

2e. When do you normally work during term-time? (Tick all boxes that apply to you.)

Weekdays (6-9am) ☐ Weekdays (9-4pm) ☐ Weekdays (4-10pm) ☐ Weekdays (nights) ☐ Weekends ☐

Please give your opinion on the following statements by putting a cross in the appropriate box using a 5 point scale where 1 = strongly agree and 5 = strongly disagree.

1	2	3	4	5	
☐	☐	☐	☐	☐	Having a job makes me more organised.
☐	☐	☐	☐	☐	I am successful at balancing my study and my paid work.
☐	☐	☐	☐	☐	I have learnt a lot from my paid work.
☐	☐	☐	☐	☐	I have too much homework to have a paid job.

☐	☐	☐	☐	☐	I know I should do less paid work if I want to get good grades, but I need the money.
☐	☐	☐	☐	☐	I work fewer hours than I would like to because of my school/college work.
☐	☐	☐	☐	☐	I would miss a lesson if I was asked to work during the day.
☐	☐	☐	☐	☐	I would prefer to have full time job, rather than being a student.
☐	☐	☐	☐	☐	If I did not have to, I would not do paid work.
☐	☐	☐	☐	☐	If I did not work I would get better examination/coursework grades.
☐	☐	☐	☐	☐	I have had to reduce the number of hours I work due to the amount of school/college work I have.
☐	☐	☐	☐	☐	I have had to or have tried to reduce my amount of paid work close to exam time.
☐	☐	☐	☐	☐	I think that school/college work and paid work should be kept separate.
☐	☐	☐	☐	☐	I would like opportunities to bring my experience of work into my studies.
☐	☐	☐	☐	☐	My employer lets me work fewer hours when I have examinations or coursework deadlines.
☐	☐	☐	☐	☐	My job means that I am too tired to concentrate on my school/college work.
☐	☐	☐	☐	☐	My employer pressurises me to work extra hours.
☐	☐	☐	☐	☐	My parents are in favour of me having a job at the moment.
☐	☐	☐	☐	☐	My school/college helps me to manage study and paid work.
☐	☐	☐	☐	☐	My study has never suffered because of my job.
☐	☐	☐	☐	☐	My teachers are worried about me having a job.

Please complete the following statement:

In my experience, the best way of balancing paid work and study is _____

_____

_____

Thank you for taking the time to fill in this form.

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APPENDIX 3. ADDITIONAL DATA DERIVED FROM QUESTIONNAIRE RESPONSES

Figure 16. Patterns of part-time work among 16-19 year olds in the South Gloucestershire area – 1999 data compared with 2001 data

	All 1999* %age	All 2001 %age	Male 1999* %age	Male 2001 %age	Female 1999* %age	emale 001 ge
Not working	23	17	27	21	20	2
Working 0-5 Hours	9	8	7	5	10	0
Working 6-10 hours	30	27	22	21	38	3
Working 11-15 hours	21	35	23	38	19	3
Working over 15 hours	17	13	21	15	13	1

Figure 17. Reponses to the statement "I have too much homework to have a paid job" (1= strongly agree; 5= strongly disagree)

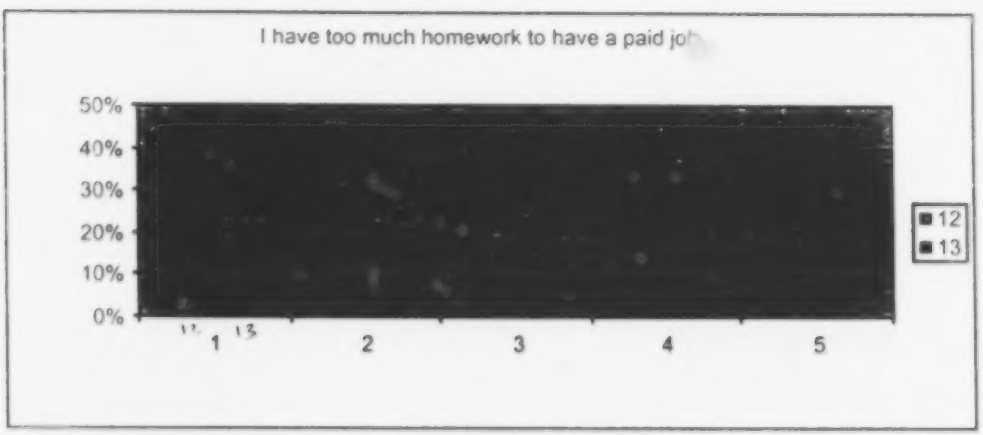


Figure 18. Responses to the statement "I work fewer hours than I would like to because of my school/college work (1= strongly agree; 5= strongly disagree)

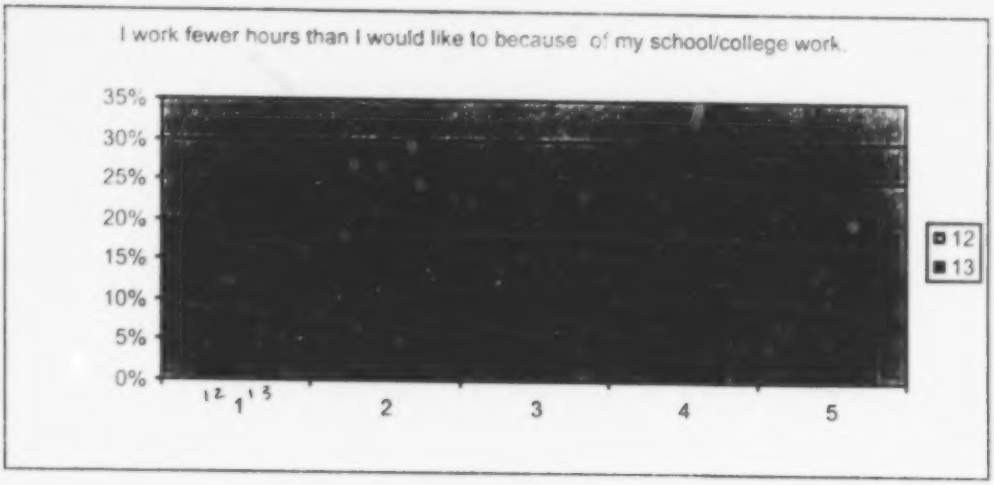


Figure 19. Responses to the statement "My study has never suffered because of my job" (1= strongly agree; 5= strongly disagree)

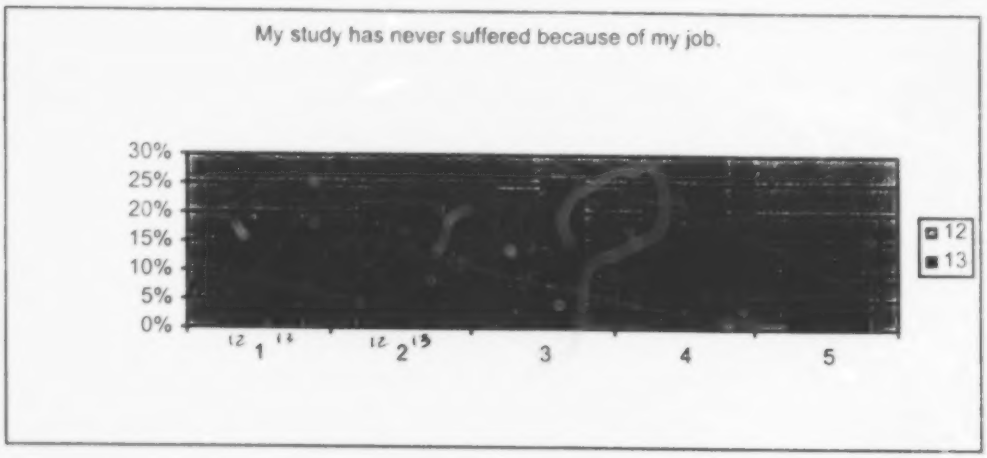


Figure 20. Responses to the statement "If I did not work, I would get better examination/coursework grades (1= strongly agree; 5= strongly disagree)

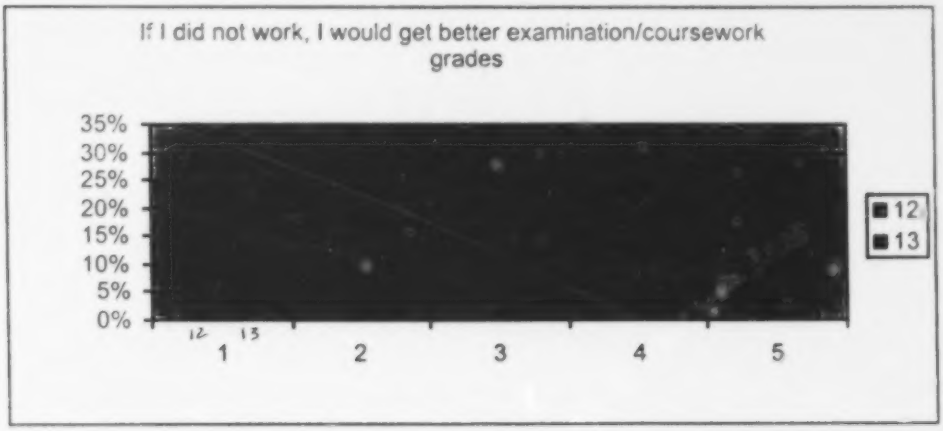


Figure 21. My teachers are worried about me having a job
(1= strongly agree; 5= strongly disagree)

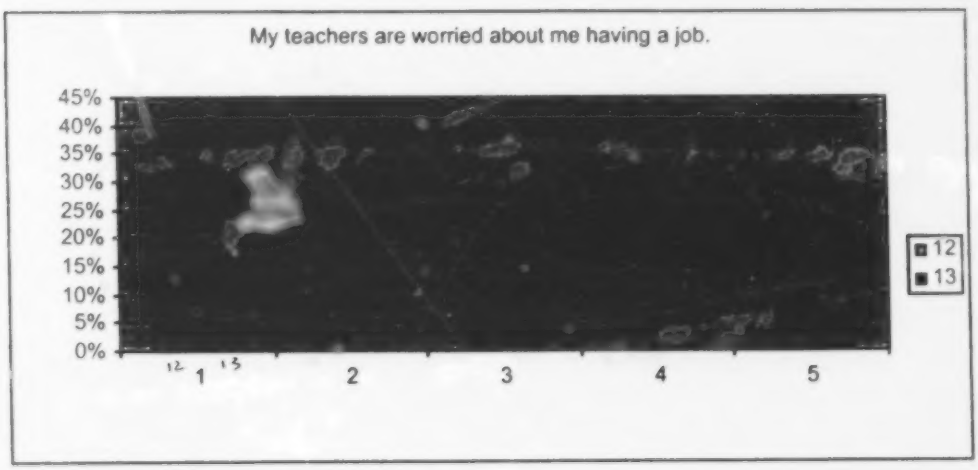


Figure 22. Responses to the statement "My parents are in favour of me having a job at the moment" (1= strongly agree; 5= strongly disagree)

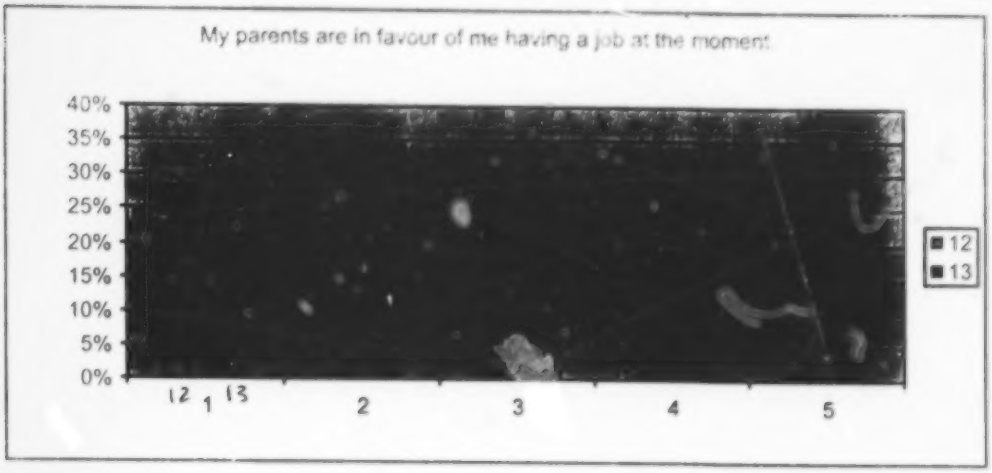


Figure 23. Responses to the statement "My employer pressurises me to work extra hours" (1= strongly agree; 5= strongly disagree)

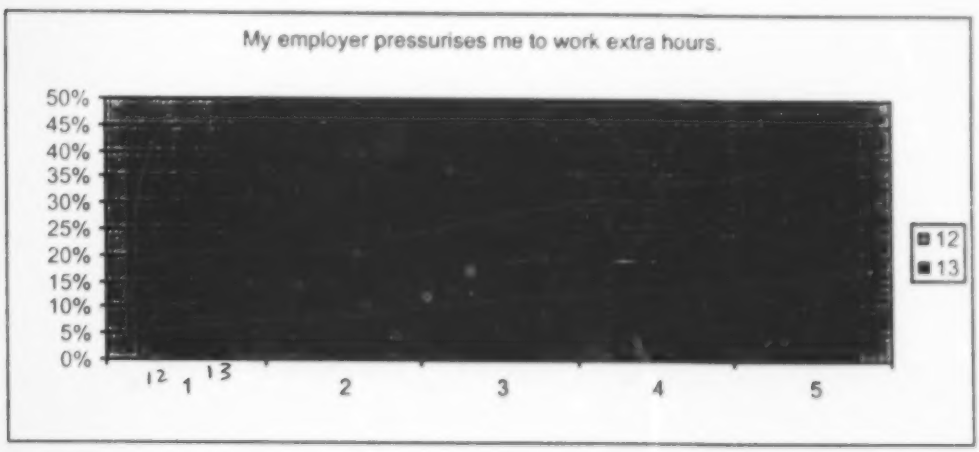


Figure 24. Responses to the statement "I have had to reduce the hours I work due to the amount of school/college work I have" (1= strongly agree; 5= strongly disagree)

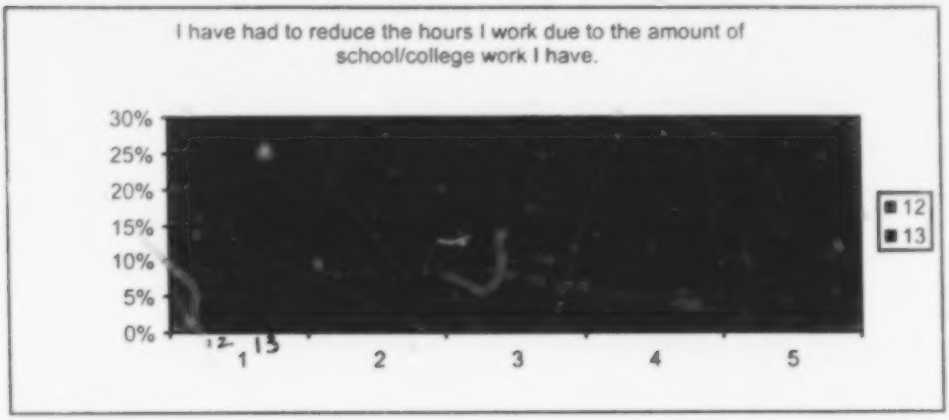
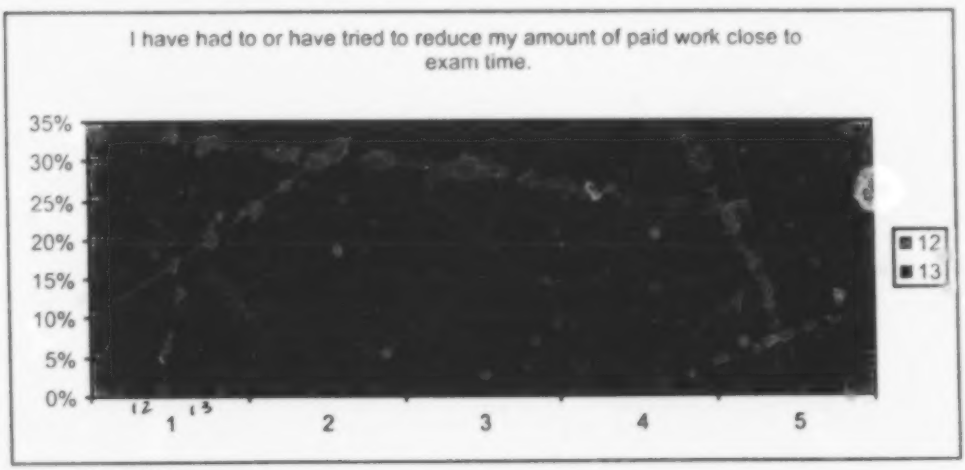


Figure 25. Responses to the statement "I have had to or have tried to reduce my amount of paid work close to exam time (1= strongly agree; 5= strongly disagree)



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